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ABSTRACT

Student handouts which are written "tongue-in-cheek" tell the student to do exactly the opposite of what should be done to improve study skills. Reasons given for using a paradoxical teaching approach are to create an element of surprise, to increase attention, to encourage identification with what is being taught, to increase awareness of choice, and to entertain. "Serious" handouts are provided to accompany the "tongue-in-cheek" materials. Topics covered in the handouts include getting along with the professor, taking good lecture notes, creating a good study environment, motivating oneself for study, managing one's time wisely, reading textbooks effectively, and using effective test-taking techniques. Hints for taking essay tests and objective tests are provided. The College Student Self-Rating Scale of Excellence which lists 35 characteristics of an excellent student is also included. (JW)

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How to Flunk Out: A Paradoxical Approach to Study Skills

ED240478

The purpose of this program is to present a new approach to teaching the old topic of study skills. In the past, the presentation of study skills topics has tended to become rather boring and mundane for the counselor. Further, students knowing they need effective study skills often do not come to groups or workshops because of anticipated boredom or are bored when they do come. The strategy of paradox has been successfully used in therapy, and it is also a useful technique for study skills training due to its entertainment value as well as its subtle power to change behavior.

Paradoxical approaches used by Erickson, Haley, Farrelly, L'Abate and others are useful in teaching study skills. Some of the advantages are 1) the element of surprise, 2) increased attention, 3) identification with what is being taught, 4) increased awareness of choice, and 5) having fun with study skills. The program now in use is based upon a series of "tongue in cheek" handouts which tell students how to do things exactly opposite to what should be done. A variety of props are used to enhance the effect. At the end of each workshop, participants are provided with both "straight" and paradoxical literature.

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How To Impress Your College Professor

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1. Always, at the beginning of every course, ask, "How many absences am I allowed in this course?"
2. When you miss a class be sure to say, "I missed Wednesday's class. Did we do anything important?"
3. If he/she says that attendance is not important, never go to class except on quiz and test days.
4. Never meet with your professor outside of class, but if for some strange reason you do, never make an appointment ahead of time.
5. If you slip up and do make an appointment but can't keep it, do not call ahead to cancel. Just let him sit and wait for you. Professors really don't have anything to do except sit around waiting for students who aren't going to show up.
6. If you miss a class, it is perfectly OK to expect your professor to give you the entire 50 minute lecture at your convenience.
7. If you miss an important announcement because you were absent from class, you can expect your prof to track you down to make sure you get the information.
8. There does not seem to be any relationship between students who do poorly on tests, receive low final grades, or fail courses, and those who turn assignments in late, so take your time in getting your assignments done.
9. You can also be certain that your prof will keep you informed on a week-by-week basis of your missed assignments. He wouldn't want you to forget anything.
10. Sit in the back of the class and read the newspaper. This convinces your prof that you already know the material, and that's impressive!
11. Train your professor to be a good lecturer by using the behavior modification techniques listed below:
 - a. Sleep in class--this helps him/her realize how boring he/she is.
 - b. Only act interested when he or she is interesting.
 - c. Do poorly on tests. This will let your prof know that he isn't getting the point across.
12. If your professor gives you a test which you believe is unfair and/or poorly thought out, be sure to write at the end of the test, "This is the most poorly thought out and the most unfair test I have ever taken" (or some similar appropriate comment).
13. Never bring notebooks, texts, pens or pencils to class. Rules of etiquette would say that it is impolite to be writing while the professor is lecturing.

How To Get Along With Your College Professor

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1. Go to class! Regular attendance is important not only for good relations with the professor, but also for ensuring that you don't miss anything. Professors may say they don't care about class attendance. Don't believe it! They notice who's there and who's not.
2. If emergencies arise that cause you to miss class, be sure to get notes from someone in the class whose work you respect. At the next class meeting after your absence, tell the professor you've gotten the notes, but that you want to double-check to make sure you didn't miss announcements of upcoming tests, etc. Don't dwell on the reason for your absence. The professor has probably heard it before!
3. Don't be late! The first few minutes of class are often used for vital announcements, such as upcoming tests, due dates for assignments, etc.
4. "Better late than never" is usually a good rule of thumb, but not always. Note the professor's reaction when other students are late, then guide your own actions accordingly. If he/she ignores students walking in late, that doesn't mean it's okay, but it's better than missing class entirely. If the reaction to student tardiness is somewhat more stormy, it may be better to miss class than to call attention to yourself in an unfavorable light.
5. Professors usually announce office hours at the first class meeting each quarter. It is to your advantage to know your professors and for them to know you. Make an appointment to see each of your professors no later than the fifth class meeting. Appointments may be made before or after class or over the telephone. If for some reason you must cancel, be sure to call! Remember, teaching is not your professor's only responsibility. Don't expect that he/she will always be available at your convenience.
6. The purpose of meeting with a professor, regardless of your level of interest in the course, is to enhance your understanding of what is going on in class. Before your appointment, be sure you have:
 - a. Previewed your text to familiarize yourself with topics for the remainder of the course.
 - b. Reviewed your notes up to that point and identified topics or issues that you don't understand.
 - c. Written down at least three or four good questions about the course, such as potential topics for papers or projects, questions about the most effective ways to study the material, etc. (The College Professor Office Visit Form, available in the Learning Skills area, will help you organize your thoughts.)
 - d. Located the professor's office so that you won't be late for the appointment due to wandering around the halls at the last minute.
 - e. Make sure you know the professor's title (Dr., Mr., Ms.) and how to pronounce his/her name.

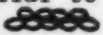
7. Getting to know professors can have other benefits as well. Most of them are interesting people, knowledgeable about many topics beyond their own discipline. You may discover that you have common interests that can be the basis for a good relationship long after you have finished the course. You may also find that a particular field is much more interesting to you than you previously thought. It is not unusual for decisions about college majors to originate with a good student-professor relationship. Finally, professors may have information about special opportunities that you may find useful. Summer internships, competitive awards, graduate programs, etc., are usually posted on cluttered bulletin boards and are sometimes hard to spot. A professor who knows you may be the key to your becoming aware of these special opportunities. A single office visit won't change your life, but it could lead eventually to many "fringe" benefits that wouldn't have come your way if you hadn't gotten to know your professors.
8. Get assignments in on time! Earthquake, fire, flood, and catastrophic illness are the only excuses for turning assignments in late. You've got 24 hours in your day just like everyone else. You want the professor to know who you are for the right reasons! There is a definite relationship between students who do poorly on tests, receive low final grades, or fail courses, and those who turn assignments in late.
9. Being courteous in class doesn't mean you have to agree with everything that's being said. When asking questions, don't be hostile or demanding and don't back the professor into a corner. When you disagree or don't understand a point, be positive. Preface your question with leads like "Could you clarify the relationship between. . .?" or "Could you elaborate on. . .?" Avoid negative leads like "I don't see how. . ." or "Don't you think. . ."
10. Grades are another area in which professors and students sometimes disagree. Never discuss a grade when you are angry. A test may have seemed to you to have been very unfair, but don't label it as such when you're discussing it with the professor. Be specific but courteous when making your points. Remember, regardless of how skillful your arguments are, the odds are that your grade won't be changed on that particular test. But if you make your points well, the next test may be much better constructed and may seem to you to be a fairer measure of your knowledge of the material.
11. Most professors are experts in their fields. Many of them are not experts in psychometrics or applied learning. Realizing that very few of them have had formal training in test construction or in how to teach may help you to understand their occasional shortcomings in these areas. Most good professors have gotten that way by trial and error. Improved teaching often depends on the kind of feedback they receive from students. Avoid being negative in your comments. Specific, positive, constructive feedback can really improve the learning situation.
12. Sit toward the front of the class and act like you're paying attention. There is a strange but definite relationship between your distance from the professor and your distance from an "A". Regardless of how dry a lecture might be, there is always something communicated that you will be responsible for.
13. Always bring notebook and textbook to class. This communicates preparedness and interest, even if neither of these qualities applies to you.

7. Abbreviate your writing. Bad and Good examples of what I mean are shown below.

Bad

lk = like
ex = example
p. = page
no. or # = number
b/c = because
w/ = with
w/o = without
2 = to, two or too
wrt = write
rt = right
i.e. = that is
b/4 = before
vs = versus
ch = chapter
etc.....

Good

similar to = like
 = example
/ = page
146,325 = number
\
= because
* = with
 = without
|| = to, two or too
 = write
← = right
S = that is
— = before
Bible = versus
 = chapter
And so on and so on.....

Remember, abbreviations should be fun, not make any sense. You should not be able to derive the slightest bit of meaning from them after a period of 48 hours.

8. If your instructor is a bookie (Goes by the textbook and reads it in class or helps you place bets on the horses), leave your textbook at home and don't ever underline what the instructor reads to you.
9. If your instructor is a creator (Rarely covers information from the book but usually introduces new materials in class), take your textbook to class and underline what he's missing.
10. If your instructor is a motor-mouth (Talks a mile a minute and sounds like he has a motor in his mouth), write down every word and don't try to sort out main ideas or points. Do not translate his words into yours. Just go to sleep.
11. If your instructor is a slow-poke (Talks slowly and often in a monotone voice that can put you to sleep), take advantage of the sleeptime or use abbreviations so you don't have to stay awake very long to listen.
12. If your instructor is a turkey (You hate his/her guts) don't gobble up anything he or she says, since it's just corn and too grueling anyway. Why stick your neck out for such a person?
13. Use Instructor Signals. These are ways that your instructor tries to tell you something.
 - a) Verbally - many instructors straight out tell you what they think is important. They are liars. Do not believe them since they always prove themselves liars when the test comes along.
 - b) Voice inflection - you might think that some instructors emphasize importance by raising their voices, lowering them, slowing

How To Take Poor Lecture Notes

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The most effective method of taking poor lecture notes is to not go to class at all.....ever. The second best method is to only go to class sporadically so that your notes don't make any sense even if you take good notes. If, however, by some quirk of fate, you would like to attend class on a regular basis and still not be able to remember any of the lecture material, except that which got snagged on its way in one ear and out the other, then please accept the following suggestions.

1. Collect the paper on which to write - notebooks with labels for each section or class are out. Paper which has been popular in the past includes a) your classroom neighbor's torn out notebook page which cannot be added to your own notes because it's torn out, b) napkins, c) toilet paper - it's fun to roll in the aisles of the lecture hall too, d) used Dixie Cups, appropriately flattened, e) last weekend's football/basketball/baseball program.
2. Before going to each class, be sure you do not review last class's notes. Since you've forgotten 90% of the last lecture, today's lecture won't tie into anything and will be more likely forgotten.
3. Write down everything the instructor says, since every word is important. Or think to yourself, "The only way I can write everything is by knowing shorthand, and since I don't know shorthand, this is a waste of time."
4. Never ask questions during the lecture - it's rude and professors resent people who interrupt their train of thought because of interest in the subject.
5. Disorganize your notes. If you discover that your notes make sense, you can try mixing up your pages (Dixie Cups with Napkins; etc.) so you can't really get a sense of sequence or order. Writing everything so it all looks the same is helpful, and not having a page format is superb.
6. Don't be neat. Use your note napkin as a napkin, your Dixie Cup as a drinking vessel and your toilet.....you get the idea. Anyway, if you make a mistake in your notes, mark them out with big ugly pen marks or ketchup. Remember, your notes should reflect how you feel about the subject, so crumple them and abuse them.

down or speeding up. Actually this behavior is a sign of a speech impediment or may be that he or she hears and talks to many "voices" in this manner. Take a psychologist or speech therapist to class with you (You might also consider a straight jacket.)

- c) Physically - they might communicate importance of something by the way they use their bodies. They may look right at you, wave a finger, arms or fist, or drop their trousers. It then becomes quite obvious as to what's important.
 - d) Visually - some instructors may make a point by showing you visually. They do this by showing a model and pointing out things. (The use of a model is most often associated with statistics.) When the model is finished she might help with the physical signals discussed above. Other visual signals are writing on the blackboard or writing up a handout. Ho hum.
 - e) Repeating - other instructors make their points by repeating them over and over and over and over again. Actually this is not a signal of importance but a signal that the instructor's Mother was deaf.
14. Two last ditch efforts to make your notes useless:
- a) Use your notes to line the bottom of your birdcage.
 - b) Lose your notes so you can in all honesty run to your professor in tears crying, "I lost my notes!". For an added touch, (not in all honesty), you could say, "I lost my notes because my grandmother died last week!". (Try to remember which professor you've used the "grandmother died" technique with.) They tend to get suspicious after the 4th or 5th grandmother.

A Guide To Lecture Notetaking

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Most serious students understand the value of attending lectures and taking good notes. Much if not all of the information that will appear on the exam is disseminated in class. So missing class can be like throwing out a chapter in a book. Once you have decided to attend class, there are some good habits to acquire which can increase your chances of remembering the material. The following is a compendium of habits recommended by most experts. Try them out and evaluate their effectiveness for yourself--they sure can't hurt, and they will more than likely help.

1. Go to class and really try to attend every class. Using up your allowance of cuts doesn't really get you anywhere, does it?
2. Have a single notebook for each course. Most experts recommend a looseleaf notebook for obvious reasons. I do not recommend 1 large notebook for all of your courses. Guess what happens then when you lose your notebook?
3. Prepare yourself before the lecture begins;
 - a. Do the reading assignment on the lecture topic so you're already familiar with the subject matter.
 - b. Review last lecture's notes. This provides continuity and creates a "mind set."
 - c. Be on time, since often the main point of a lecture is given first.
 - d. Sit in the front-center of the room (or in front of and close to the lecturer). This reduces distractions and you are more likely to pay attention. Further, the lecturer identifies you as a "friend" and this can make a difference in your grade.
 - e. Set up your notebook according to a format you have chosen (see Format Options below), and date your notes.
4. Have a positive attitude. It's a fact that you'll pay less attention to and remember less material if it seems irrelevant and you fight against it.
5. Use good listening habits.
 - a. Dig out what is needed from the lecture. It is your responsibility, and criticizing the lecturer is self-defeating.
 - b. Hear the lecture out before making a judgment about whether you agree or disagree.
 - c. Listen for ideas and concepts. Listening only for facts is inefficient.
 - d. Concentrate! Faking attention is kidding yourself.
 - e. Listen to and hear the lecturer. Not being able to see or hear is your problem.
 - f. Stick with difficult material. Tuning out because it is hard to understand doesn't accomplish anything.

g. Use clues that the lecturer gives, such as:

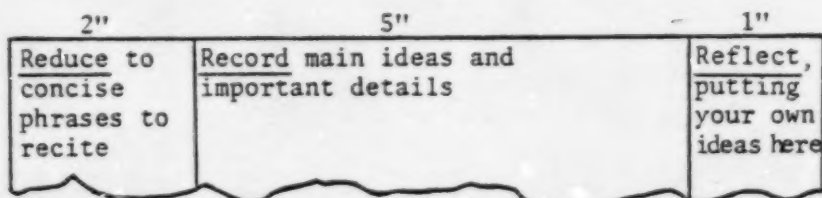
- 1) Note words that are spelled and defined.
- 2) Note repetitions and extended comments.
- 3) Be aware of superlatives, volume change in voice and speed of talking.
- 4) Copy down lists and drawings.

h. When you can, translate what you hear into your own words before writing it down.

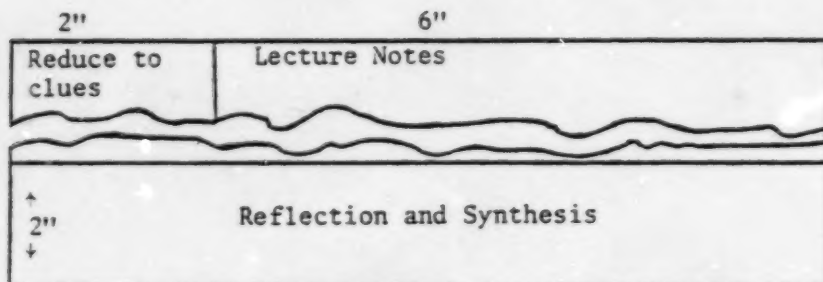
6. Notebook Format Options you can use.

Use a pencil or pen and mark your notebook pages with one of the following formats. Use a format with which you feel comfortable. If one doesn't seem to work try another until one does.

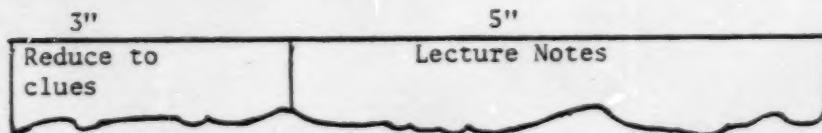
a. 2-5-1 Format

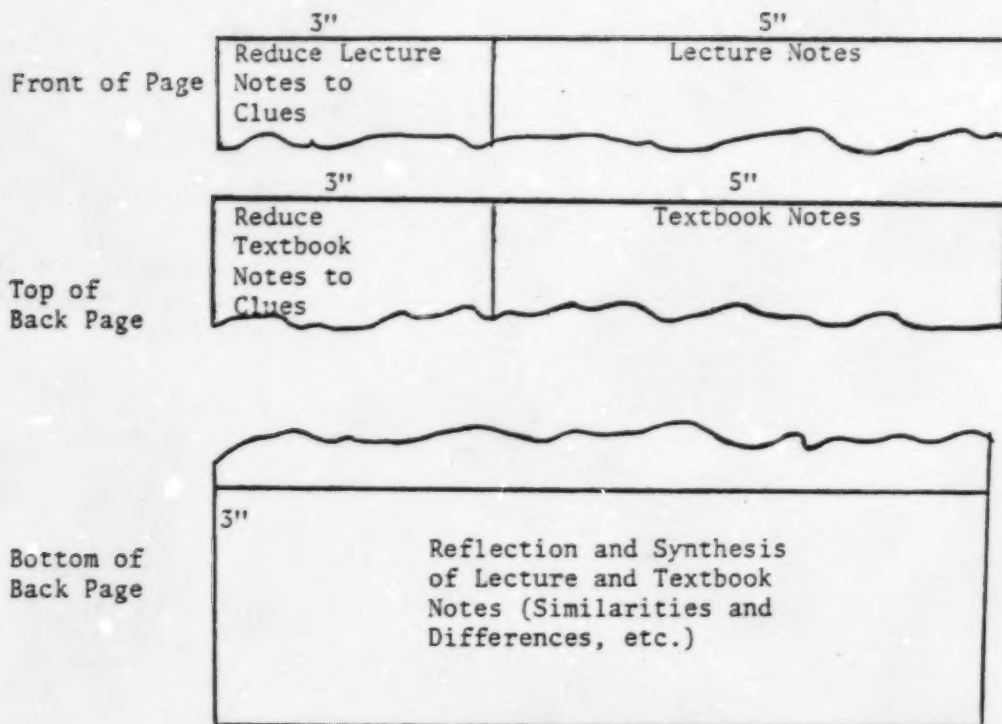


b. 2-6-2 Format



c. 3-5 Format





- e. Remember, your notes should record material and also assist you in knowing it. Reducing to clues helps you review your notes as in the SQ3R method of studying texts. (See Textbooks: How To Learn from Them).
- f. These formats are just suggestions. Why not experiment and find a format that suits your needs?
- g. Remember to have your format on your paper before the lecture begins.

7. Lecture notetaking styles

- a. Everyone giving advice on notetaking disagrees on how to write down what you hear. The fact of the matter is that style depends on what is comfortable for you and how the lecturer presents the information. Below are some things to keep in mind.
- b. Everyone agrees - do not try to write down every word. Listen and, if you can, write down in your own words what you just heard.
- c. Listen for main topics, key points and the organization of the ideas presented.
- d. Write legibly - copying over lecture notes is a waste of time.
- e. Paragraph style is the easiest to use but the most difficult to study and it also traps you into writing too much. If you use it, write down general ideas rather than details. Number or label lists and secondary points.
- f. Sentence style consists of a series of numbered statements. This is best used with an unorganized lecturer, but it is difficult to study.

- g. Outlining (Using Roman numerals, headings, etc.) is the easiest style to study but requires a high degree of thinking and organization of the material. It does discourage copying the lecture word-for-word, however. Outlining requires a certain amount of anticipation as to what is coming next in the lecture, but this is conducive to active listening.
8. Use systematic, understandable and consistent abbreviations. Some examples are:
- | | | |
|---------------|----------------|--------------------|
| lk = like | w/o = without | ch = chapter |
| ex = example | wrt = write | ≠ = does not equal |
| p. = page | rt = right | dept. = department |
| # = number | i.e. = that is | gvt = government |
| b/c = because | b/4 = before | |
| w/ = with | vs. = versus | |
9. What to do with your lecture notes after you have them.
- Immediately (that day) review them and "clean them up" by clarifying, filling in gaps, etc.
 - Reduce major points to "clues" by identifying key words and main ideas.
 - Periodically review your notes. Instead of waiting 'til the night before the exam, review every few days to encourage long term memory and to make it easy on yourself when the test does come along. You'll also be in good shape if you are given a pop quiz.
 - Review last lecture's notes before each lecture.
 - Tie together what is learned from your lectures with that learned in your text. Note discrepancies, "holes" in your understanding of concepts, similarities or differences.
10. This whole procedure looks complicated, I know, but in the long run you'll save lots of time and will also have learned more: Now, really, you can't ask for a better deal than that, can you?

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USING ABBREVIATIONS AND SYMBOLS IN LECTURE NOTES*

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To help you take notes more rapidly, the following list of general ideas for abbreviations and symbols is provided. One warning; you must use abbreviations judiciously. It is wise to introduce into your note-taking system only a few of the abbreviations at a time. The over-use of abbreviations may leave you with a set of notes that is difficult to read. The criterion of good note-taking is that you can read and reread your notes with no hesitation and with clear comprehension. Converting the words into "hieroglyphics" is not the objective of taking notes.

General Rules for Abberviations

Do not try to perfect a definite system of "shorthand." Here we have simply brought together the various ideas we have picked up over the years. You may select one or any combination of these ideas to try out in your own note-taking. Naturally, only those ideas that fit your needs should be used.

1. Symbols. Symbols are especially helpful to students in engineering and mathematics.

$\neq$ = does not equal
 f = frequency

2. Create a family of symbols.

o = organism
@ = individual
Ⓢ = individuals

3. Leave out the periods in standard abbreviations.

cf = confer (Latin, compare)
eg = exempli gratia (Latin, for example)
dept = department
NYC = New York City
ie = that is

4. Use only the first syllable of a word.

pol = politics
dem = democracy
lib = liberal
cap = capitalism

5. Use the entire first syllable and only the first letter of the second syllable.

subj = subject
cons = conservative
tot = totalitarianism
ind = individual

6. Eliminate final letters. Use just enough of the beginning of a word to form an easily recognizable unit.

assoc = associate, associated
ach = achievement
biol = biological
info = information
intro = introduction
chem = chemistry
conc = concentration
max = maximum
rep = repetition

7. Omit vowels from the middle of words, and retain only enough consonants to provide a recognizable skeleton of the word.

bkgd = background
ppd = prepared
prblm = problem
estmt = estimate
gvt = government

8. Use an apostrophe.

gov't = government
am't = amount
cont'd = continued
educat'l = educational

9. Form the plural of the symbol word or abbreviated word by adding "s".

□s = areas
chaps = chapters
co-ops = cooperatives
fs = frequencies
/s = ratios

10. Use "g" to represent "ing" endings.

decr^g = decreasing
ck^g = checking
est^g = establishing
expt^g = experimenting

11. Use a dot to represent rate. A dot placed over a symbol or a word indicates the word "rate."

$\dot{f}$ = vibration rate
 $\underline{f}$ = frequency rate

12. Short words should generally be spelled out. Symbols, signs, or abbreviations for short words will make the notes too dense with "shorthand."

in	but
at	for
to	key

13. Leave out unimportant verbs.

went came be

14. Leave out "a" and "the."

15. If a term, phrase, or name is initially written out in full during the lecture, initials can be substituted whenever the term, phrase or name is used again.

Initial writing: . . . and the effect of the Modern Massachusetts party will be felt.....

Subsequently: MMP

16. Use symbols for commonly recurring connective or transitional words.

& = and	∴ = therefore
w/ = with	b/c = because
w/o = without	b/4 = before
vs = against	

*Adapted for How To Study in College, by Walter Pauk, 1974.

Abbreviations for Scientists

In addition to the general rules we have just suggested, there are many symbols and abbreviations that are widely used in technical fields. They will probably cut your writing time in half almost immediately. Some of the basic symbols are shown below.

Examples of Technical Symbols

+	= plus, positive, and
-	= minus, negative
X	= algebraic x, or multiplied by
÷	= divided by
≠	= does not equal
≈	= equals approximately, approximates
>	= greater than, greatly, increased, increasing
<	= less than, reduced, decreasing
sin	= sine curve, cosine curve
→	= approaches as a limit, approaches
≥	= greater than or equal to
≤	= less than or equal to
≡	= identical to
α	= varies directly as
∴	= therefore
() ^{1/2}	= square root
() ⁿ	= nth root
vs	= versus
≡	= ground
↔	= varied, variation
□	= area
‡	= vibration, motion
log	= common logarithm
ln	= natural logarithm
e	= base of natural logarithms
π	= pi
∠	= angle
⊥	= perpendicular to
	= parallel to
°	= a degrees (angle)
'	= a minutes (angle)

α'' = a seconds (angle)
 $\int$ = integral, integral of, integration
 f = frequency
 f_n = natural frequency
cps = cycles per second
 m = mass
 ϕ = phase
 F = force
 $/$ = ratio, the ratio of
 π = base, support, mount foundation
 $\curvearrowright$ = curve, curvilinear

Typical Technical Abbreviations.

anlys = analysis
ampltd = amplitude
asmg = assuming
cald = called
cnst = constant
dmpg = damping
dmnsis = dimensionless
dfln = defelction
dfnd = defined
dstrbg = distrubing
eftvns = effectiveness
frdm = freedom
frcg = forcing
gvs = gives
hrmc = harmonic
isltr = isolator
isltn = isolation
pltg = plotting
reman = remain
rsnc = resonance
rltnshp = relationship
smpl = simple
smpfd = simplified
stfns = stiffness
system = system
sgnft = significant
ths = this
trnsmsblty = transmissibility
thrtly = theoretically
valu = value
wth = with
whn = when
xprsd = expressed

Other symbols and abbreviations, for many different technical and nontechnical fields, are often found in special sections in unabridged dictionaries. Look them up the next time you are in the library.

TEXTBOOKS: HOW TO LEARN FROM THEM

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Textbooks are those things we spend so much money for, lug around for a few weeks (or maybe hardly ever pick up), fall asleep trying to read and then get 50¢ for when we've learned little from them, right? Well, if that is your experience, read on. This handout can help you stay awake and get your money's worth.

Have you ever asked yourself why you are asked (required) to buy a textbook? Well, there are several reasons: 1. They can provide a framework for a course; 2. They are used to reinforce learning by stating again much that is said in class; 3. They clarify by saying the same thing in a different way; 4. They amplify by introducing other material, and 5. they sometimes interpret by presenting a point of view different from the instructor's. So this means that your textbook is an integral part of your course, not something to be read in a vacuum or simply memorized.

Quite honestly there are several reading/studying methods in all kinds of books, but they all pretty much say the same thing with minor variations. Below are 4 methods which will be described in this handout with some editing by yours truly:

<u>SQ3R</u>	<u>SQ4R</u>	<u>OK4R</u>	<u>PQRST</u>
Survey	Survey	Overview	Preview
Question	Question	Key Ideas	Question
Read	Read	Read	Read
Recite	Recite	Recall	State
	"Rite"	Reflect	
Review	Review	Review	Test

The reason all 4 methods are included here is simply to give you a choice. After reading the descriptions below, you can pick a method which is easiest to remember and which you believe you are most likely to use.

SURVEY, OVERVIEW OR PREVIEW

Take a few moments to skim the chapter you are about to read.

Look for the chapter's organization by reading the center and side headings, introductory and summary paragraphs. You can also determine at this time, where the author puts his key sentences in the paragraphs

QUESTION OR FIND KEY IDEAS

Asking questions about each section of the chapter gives your reading a purpose. Instead of passively reading through and hoping you have absorbed the right material, by asking who, what, when, where, why, and how questions, you are searching while you read.

Questioning also leads you to main or key ideas.

In determining key ideas, keep in mind that what is said about an idea or topic is more important than just identifying the idea.

Hint: Use questions at the end of chapters or supplementary workbooks to help formulate questions.

Hint: Remember, you can't remember 100% of what you read. Questioning helps you be productively selective in what you choose to remember.

READ

Notice that no one leaves this part out of their method. Do you suppose there is a reason for that?

Anyway, read to answer your questions to find facts, ideas and relationships.

Note important terms, graphs, tables, and illustrations.

While you read, ask yourself:

1. Do I really understand this?
2. Can I remember what I just read?
3. What is the main point of what I just read?
4. Am I answering my own questions?

Hint: It is helpful to have a purpose for your reading. For example, are you in need of details or main ideas? Is this the main text or a "suggested reading"?

RECITE, RECALL, STATE

Generally, after each section or heading of your chapter, it is a good idea to verbally, outloud or to yourself, recite what you have just read and to verbally answer your questions. Don't get caught saying, "Yep... I know what I just read," without proving it to yourself. This process lets you find out what you know (and what you do not know). Reciting is another way to keep yourself active. Students who spend time reading and reciting do better on tests than students who spend the same amount of time just reading.

The amount of time you spend reciting depends on the complexity of the material but often 90% of reading time can be spend reciting.

Hint: Recite as you are reading and again when you review for your test.

"RITE"

Many experts recommend that you take notes on what you read. You can do this in the same notebook you use for class notes. For example, you can use the front of a note page for lecture notes and the back for textbook notes, or you can divide your lecture note page and place textbook notes right next to or just below corresponding lecture notes.

Hint: Remember, there is no need to write the same material down twice. The purpose here is to come up with a complete set of notes, so you can add new material, comment on discrepancies between lecture and text and keep track of questions you have for your professor.

REFLECT

This is a time when you can sit back, prop your feet up and consider what you have just read and recited in light of old knowledge you already have. Do you have any reservations, concerns, or opinions?

REVIEW, TEST

Now that you have gone through your chapter, it's a good idea to review it or test yourself on it. This is more than just looking over what you have read; first, review without looking, then check and correct any gaps or errors.

If you would prefer, ask yourself several test questions, now that you know what the chapter is about, and then answer them.

Immediate review facilitates retention.

Periodic review between the first reading and your test nails the material down and helps you avoid cramming just before the test.

A FINAL NOTE

These methods look time consuming don't they? Actually, they save you time in the long run.

Don't believe me? Try one method out! Really now, what can you lose?

How To Avoid Study Without Really Trying

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1. Don't have the appropriate materials that you'll need. This will allow you to get in a lot of conversation with others who live on your hall.
2. Realize after you begin studying that you need to go to the bathroom, or are hungry, or that you need to write a letter, or that you aren't clear about an assignment, or that you have to find out the details of a friend's Saturday night date.
3. Dwell on how dull the course is and thoroughly believe that if you just had a half-way decent instructor all the material would be easier to understand and be more interesting.
4. Plan to study all the time and schedule no recreational time. This will allow you to feel virtuous and help keep you from seeing that you actually put in very little productive study time.
5. Develop a kind of smug, superior attitude that can be used to impress others with the fact that you don't need to study, that it somehow is beneath your dignity and that it is not worth your serious consideration.
6. Only study in your room with the door open at the dorm. This will assure you of being there if friends call or drop in.
7. When people do come and interrupt your study, don't send them away because you'll hurt their feelings.
8. If your dorm is too quiet, find a place to study in the library where there is a lively social gathering. (An alternative to the library would be in the snack bar, next to the TV, and sitting at a table with a group of people playing cards.) Why be bored when you study?
9. Remember and practice the things you learned about studying when you were in high school. College isn't any different.
10. Always drink beer while you study. It helps you relax, and popping all those cans builds strength in your hands and arms.
11. Remember that "A clean and uncluttered desk is a sign of a sick mind."
12. Never study material you don't enjoy since you'll obviously never use it anyway.
13. Always remember that people will think you're smarter if you flunk a test because you didn't study rather than flunking it when you did study.

Creating A Good Study Environment

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The only purpose for creating a good study environment is to maximize your learning efficiency. In combination with effective time management, high motivation, good reading and note-taking skills, and systematic test preparation, a good study environment can be the catalyst that enables all of your efforts to come together in a productive way.

A good study environment is a highly individualized matter. What works for one person may not necessarily work for another. To the fullest extent possible, you should set aside one place for study. This place should be uncluttered with distractions and should allow for maximum concentration. Obviously there will be some study tasks that must be done elsewhere, but having a study "home base" will help reinforce your self-discipline as well as helping you to keep your essential materials in better order. Listed below are some other considerations to assist you in creating the study environment that is best for you.

1. In creating your study environment you should be aware of three factors: your most effective and efficient learning style, the nature of the learning task, and the availability of learning resources.
2. To determine your learning style, pay attention to your senses. You know from past experience how to use your senses to best advantage. You know what kinds of things in your environment interfere most with your concentration. Consider the following:
 - a. Hearing: What level of noise and what kind of noise can you tolerate? You may need total silence to be able to concentrate. Or total silence may drive you up the wall, a low to moderate noise level being the least distracting for you. You may be able to concentrate rather well with a jackhammer right outside your window, but a leaky faucet may be intolerable! As a general rule, quieter is better, but LISTEN! And decide for yourself. Create your study environment accordingly.
 - b. Sight: Adequate lighting is a must. Direction and intensity of the light source are important considerations. Coverage of your study materials by the light source should be even, with a minimum of shadows and glare. You can't study with a headache, and poor lighting is one of the chief causes of headaches among college students. Another consideration related to sight is the level of movement in your study environment. Studying near a major traffic path (be it a sidewalk or an aisle in the library) can lead to frequent distractions by the temptation to just keep up with the passing scenery.
 - c. Touch: Your environment should be good to your sense of touch, but not too good! Don't make yourself intentionally uncomfortable (a bed of nails is out!), but be sure to avoid recliners and waterbeds, too. The mind can absorb what the bottom can endure, so be aware of what your sense of touch is telling you at all times when studying.

- d. Taste and Smell: These senses, too, can lead to distractions. If your dorm room faces a pizzeria and the wind shifts, you know what we mean! The same thing is true with some exotic colognes worn by the opposite sex in the immediate vicinity of your study environment. When you become aware of these distractions, you should seriously consider moving.
3. The nature of the learning task sometimes dictates a particular study environment. If heavy-duty memory work is called for, you may want to study alone for awhile and then get together with someone else for recall drill. If problem-solving is the primary goal, a study group may be the best way, but only if it stays on task. Even if you study with a group for a particular course, it is more profitable if every group member is thoroughly prepared through individual study beforehand. A project for a presentation may be best done where you have a large uncluttered work space.
4. Some learning tasks (reading, outlining, etc.) may allow you considerable freedom in choosing your study environment. In these cases, choose wisely, with minimum distractions.
5. Availability of learning resources is a third primary consideration. You can't utilize a book on closed reserve anywhere but in the library, unless it's late at night. You can't take notes unless you've got the writing materials. The best place to prepare for a modern language recitation is in the language laboratory.
6. Speaking of resources, you may be one of those people who think they can't study without junk food nearby. Constant nibbling is not only bad for your waistline, it can also inhibit your level of energy while studying. A "sugar fix" may be a great way to get extra energy just before physical exertion, but it can make you more drowsy when performing a sedentary activity such as studying. It all has to do with the level of blood sugar. It is far better to have some fresh vegetables handy (carrots, celery, cauliflower, etc.). It is also a better idea to do your munching during a study break. This way you not only reward yourself for your hard work, but you also increase your energy with something that is good for you.
7. A little planning helps, too. Sometimes you need to utilize two study environments the same afternoon. When you're heading out to the language lab to listen to some Spanish tapes, remember to take your political science syllabus with you so you can go on to the reserve room in the library. You could waste a lot of time trucking back to Brumby to get it!
8. In summary, remember that there is no one best study environment. Be aware of your learning style, the learning task(s), and the learning resources required in making your choices. Have a "home base" for most of your study activities, but be flexible when you need to be. Do what you have to do to maximize your concentration and to minimize distractions. Stand up against intruders, be they roommates, telephones, or Pac-Man. Then you'll be able to really enjoy whatever play environments you choose when it's time to relax!

How To Decrease Your Motivation To Study

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Many students (?) come to college with the delusion that they want to be here. The following are some suggestions which, if followed, will help you be more honest with yourself so you can more quickly get over with this expensive college charade. After all, if you've got to be here for a while, why not do what you really want to do instead of studying and expanding your mind. (There's no need to be a fat head or snob!)

1. Understand that the only reason you came to college is because:
(Select one or more)
 - a. Your parents wanted you to come.
 - b. All your friends are here.
 - c. You didn't want to have to get a job.
 - d. You are expecting a free social, sexual, alcoholic and "good-times" environment.
 - e. You're here to get your start in athletics so you can be nationally recognized and go on to be a professional and be paid a million dollars a year and retire at age 35.
 - f. You're trying to find someone to marry.
2. Avoid making any career decision until after you've flunked out. Chances are, your folks have already made the decision for you anyway, so why bother?
3. Besides, if you can't be a doctor, lawyer, or corporation president, you might as well give up now. These are the only three jobs which are worthwhile and provide the style of living to which you are accustomed.
4. Along with career decisions, it is imperative that you do not choose a major! Choosing a major leads to all kinds of problems, such as being able to make your classes relevant, committing yourself to a direction, looking forward to classes which interest you, and having at least one class each quarter for which you enjoy studying.

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5. Remember, your attitude is a major variable in learning so make sure your attitude is bad, or at least negative. Some really productive philosophies* to take are:
- I can't do it.
 - I never could do anything right.
 - I have the worst luck in the world.
 - I don't have a chance, so why try?
 - It would never work.
 - It's not in the stars.
 - It's not what you know, its who you know.
 - It's too late now.
 - What good could come of it?
 - The wages of sin are death.
 - The paths of glory lead but to the grave.
 - So what's the use?
6. Another good attitudinal direction is to never risk! You might learn something or become a better person, then feel like you want to stay in this place!
7. Finally, always expect things to be done as you see fit, and you will most certainly be angry and hostile most of the time. This attitude is particularly relevant to professor's teaching methods, how textbooks are written, when classes should be offered, and how much homework should be expected of you, but you will also find it helpful to ruminate about how and what your friends and relatives should do. (Anger, by the way, is the primary emotion to have if you want to decrease your motivation to study).
8. Punish the university whenever you can since it is very sensitive to your anger. You can do this by:
- not being interested in a course
 - not working or passing
 - verbally and publically abusing your professors (This technique is not recommended for passive-aggressives.)
 - spending all your time writing hate letters to teachers and to editors of the student newspaper
 - constantly griping to your friends so that they waste their time too and also get angry and flunk. (This technique is recommended for passive-aggressives.)

9. Live in the past! You can most effectively do this by depending on old behaviors which worked then so must certainly work now. More specifically, try these handy hints.
 - a. Remember that college is just like high school.
 - b. Depend on your parents for everything.
 - c. Go home every weekend and in between if possible.
 - d. If you live at home while attending college, make sure you maintain your dependent, childhood roles.
 - e. Be responsible for your parents, siblings, aunts, uncles, cousins, grandmothers, grandfathers, great grandmothers, great grandfathers, great aunts and uncles and all cousins, first, second, and third removed.
 10. Never set goals! Chaos and disorganization are in vogue for the low-motivated. Goals can be derailed by procrastination and lack of planning.
 11. Fill all your time with extracurricular activities. Have fun! Afterall, you're not here to learn (except to learn how to have fun).
 12. To insure flunking a course, use only those study skills which do not work for you, but that do work for others.
 13. When things become too difficult--give up.
 14. Never worry about rewarding yourself for doing your work, since you'll never be doing any anyway.
 15. Make a list of all the reasons for not being in college or for not studying, tape it to your refrigerator door, and read it each time you are distracting yourself with food or alcohol.
 16. Get back at your parents by proving them right when they said you'd never amount to anything.
- P.S. If the vocabulary used in this handout is too difficult for you and you didn't look the words up in the dictionary, you are displaying excellent "low-motivated" behavior. If you did understand the words or you looked them up, you'll need to work harder at not learning. Begin by throwing away your dictionary.

*Adapted from "How To Make Yourself Miserable," by Dan Greenburg with Marie Jacobs.

Motivating Yourself To Study

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One of the most frustrating things a student can experience is finding him or herself in college, wanting to do well, and at the same time finding that he or she can't get motivated! Motivation plays an important part in how much time and energy you spend studying and going to class, and ultimately it plays a major part in determining the grades you earn. The following are some suggestions which can help you be honest with yourself about your motivation. Now, frankly, motivation is often a complicated matter. These suggestions may be enough to help you be aware of what is affecting your motivation (or lack of it), but if you would like to explore yourself further, give us a call at the Counseling and Testing Center, and we'll be glad to give you a hand.

1. First of all, determine why you are in college. There may be several reasons, of course, but your main purpose should be to get an education, i.e., to expand your mind by learning. You might also want to learn enough to compete at a higher level in the job market, but learning is the number one priority. Some reasons which people often place at the top of the list, but which are usually poor reasons are:
 1. Your parents wanted you to come. (Whose education is it anyway?)
 2. All your friends came to college.
 3. College is better than getting a job.
 4. College is one big social partying bash, so you came for the fun.
 5. It's the only way to get a start as an athlete.
 6. You're here to find a spouse.
 7. You didn't know what else to do.
2. Begin the process of making a career decision as soon as possible. There is no need to make a specific decision right away, but you will be more motivated in college when you have a career direction. Remember too that your career must be your career, not your parent's or teacher's or anyone else's. The Counseling and Testing Center offers Career Exploration Groups and individual Career Counseling if you want them.
3. When exploring career options, be realistic. Not everyone can be in business, law or medicine, nor should they be. Explore your abilities, interests, values and career options before you decide which direction to take.
4. When you've decided on a career direction, you can then more appropriately choose a major. Your school work then becomes relevant, and you'll be more motivated to study.

5. Motivation is directly related to your attitudes about college and yourself. Try to have a positive attitude toward yourself, your professors, books and everything else. Even if you choose to be negative and angry, don't you owe it to yourself to determine what effect that has on your performance?
6. Risk! Become involved in your classes. Try doing things you wouldn't normally do. Participate, be active and seek out knowledge.
7. College is not High School. If you think they are the same, you are seriously mistaken. In college you are responsible for nearly everything, including courses, time management, social behaviors, setting limits, managing money, and mental and physical health. Are you mature enough to handle all of this? If you run into problems or have questions, seek help! There are plenty of people on campus who can help if you'll look for them.
8. All work and no play makes you a dull person. Take advantage of the intellectual, social and physical opportunities on campus, keeping in mind, of course, your main reason for being in college.
9. Set some goals. If you clearly state what you want to accomplish and how you can accomplish it, you are much more likely to succeed. It's best to sit down occasionally and write your goals out on paper. Be sure to specify how to reach them. Goals are great, but if you have no idea how to reach them, you're not likely to get anywhere. Also, occasionally review your goals and see how you are doing.
10. Dwell on your successes not your failures. Pump yourself up! Let yourself feel good about what you do well. Try to understand why you do not do other things well. You can be more motivated by feeling good about yourself, than by continually punishing yourself for screwing up.
11. Anger can get in your way. Many students expect too much from their professors, books, college facilities, secretaries. When people or things do not meet your expectations do you become angry and then belligerent? You might ask yourself, "Who am I to expect all of this from so and so?" or "Can I really expect people to be as perfect as me?" As a rule of thumb, unrealistic expectations lead to anger and false hope leads to disappointment. Anger gets in the way of being receptive and open to experiences.
12. Another problem arises when you feel like a slave. Remember, it should be your choice to be doing what you are doing. Ultimately you are in control even when others ask or seemingly demand something of you. College is not going to jail; you can leave any time you wish.
13. Do you fear failure or success? How might one or the other of these fears be manifested and what effect do they have on your motivation?
14. Be flexible and adaptable.
15. Keep a calendar so you'll know when you should be more motivated.
16. Remember that no one is always highly motivated. We all have our ups and downs. However, if you find yourself more down than up, you should make an effort to find out why. Then do something about it.

Time Mismanagement

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The purpose of this handout is to show you how to most effectively screw up your schedule. It seems that we strive so hard to be good time managers and never really make it, so I recommend that you try to be an excellent time mismanager. It seems as though this goal would be easier to achieve and I've always felt that we should strive for those goals that are within our grasp. Don't you agree?

To be a good mismanager of your time, follow these simple suggestions:

1. Believe that there are more than 24 hours in each day. Time flies when you're having fun; so have fun, time will fly, and you'll end up with more than 24 hours in your day.
2. Procrastinate! This often maligned procedure insures that:
 - a. Your delayed decisions will improve in quality.
 - b. You never really have to commit yourself to finishing anything! This relieves you of a multitude of burdens.
 - c. You'll never feel guilty again about being late.
 - d. You'll never have to rush at the last minute to get something done on time, since you'll never get anything done anyway.
 - e. You'll never join the Procrastinator's Association of America.
3. Learn to say "yes" to everything! This insures having too much to do, and you'll never have to worry about saying "no" to anyone again. Why, you'll become more popular too! And you'll become pregnant with rich new experiences as well.
4. If you are a true time mismanager, you can tell by your ear. The best mismanagers talk incessantly on the telephone, thereby developing chronic, "low-grade" telephoneritis. The symptoms are a) a flattened outer ear; b) an awkward tilt of the head; c) constant "busy" signal sound, and d) telephonia nonoccupancia phobia.
5. Never schedule in study time. After all, there really aren't any quiet or comfortable places to study anyway. Further, your friends will be amazed and will admire how you never seem to have to study. This will truly be an ego boosting experience for the quarter you're in college. Finally, study time isn't worth it since you'll forget everything after the test anyway.

6. As your ego developes and you're finding out just how many things you can do, your memory will develop, and you'll never have to be dependent on a calendar or weekly schedule again.
7. Calendars and weekly schedules are the curse of the true connoisseur of time mismanagement. They are time consuming for one thing, so they take away time you would normally spend doing important things, like drinking, drugging, and playing around. (I simply have to have a calendar, and the one I bought in 1974 has served me just fine for all these years).
8. If you decide, for a lark, to try studying for an hour, make sure to do it when you're tired, hung over, horny, concerned about your grandmother, sick, on your way to have fun, while watching T.V., or lying in your bed. These are times when you can most inefficiently use your time.
9. Prioritize the tasks you need to accomplish! In reverse order, of course. A variation you might try is to prioritize either way but then shuffle them up so that everything you try to accomplish is attempted randomly. (Of course you can put off prioritizing if you've followed the instructions in #2 above).
10. Wear a watch that doesn't work. If your watch happens to work, break it or forget to wear it. This is particularly helpful if you suddenly find yourself taking a test and you don't want to know how much time is remaining. (Some people remove Mickey's hands).
11. Always underestimate how much time it's going to take you to do anything you might attempt. This will allow you to do more things and never finish anything.
12. Other ways you can mismanage your time are (Fill in the blank tomorrow or the next day).
 - 1.
 - 2.
 - 3.

TIME MANAGEMENT

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1. There's no such thing as time management! So why should you read the rest of this handout? Because there is such a thing as self management and that's the key to making time your ally rather than your enemy.
2. There are only 24 hours in your day, just the same as everybody else's. So how do you end up frustrated, angry, behind in your work, and dead on your buns? Maybe because you don't know how to use those 24 hours to your best advantage.
3. If using your time wisely is a problem for you, you probably don't have a very good idea of where it all goes. It just seems to go! A good place to start, then, is to keep track of how you use your time. Get a Weekly Schedule (available in the Learning Skills corner of the Counseling & Testing Center's Career Library) and faithfully keep track of how you use your waking hours for one week. The results will probably surprise you.
4. The next step is to pick up several more of these Weekly Schedules and do some planning. You'll discover, among other things, that if you get 7 hours sleep a night, you have 119 hours per week to do everything you need to do. That, of course, includes going to class, eating, athletic events, social activities, personal hygiene, time-in-transit, studying, student organizations, telephone and TV time, etc. Be sure to schedule time for all these in your 119 hours. Then try sticking to your schedule for a week. This should give you a good idea of where your real priorities are!
5. If you have trouble, chances are there's a culprit lurking somewhere, dogging your every move. Chances are this culprit's name is Procrastination. Procrastination masquerades in a million disguises. Among the more common of these are:

"One more day won't make any difference; I'll just put that off until tomorrow."

"It won't matter if I'm a few minutes late; no one else will be on time."

"I'll get started on it just as soon as 'General Hospital' is over."

"I can't start on this paper until I know just how I want the first paragraph to read."

"I work best under pressure."

"I'll play just one more game of Pac-Man."

"I'll have just one more and then I've really got to get back and study."

Fill in the blank: "_____."

6. Learn to say NO when your priorities are spoken for. Turning down an invitation doesn't mean you'll never be asked to do something again. Weigh the consequences. Making a decision based on what you know is best for you at the time, leads to greater respect from your friends, not to a reputation as a party-pooper.

7. Stay away from the telephone. If it's really important, they'll call back. Who's pulling your strings, anyway?
8. Use a monthly calendar to help you allocate your study time on the Weekly Schedule. At the beginning of each quarter, spend an hour with your calendar to enter all important dates. As you receive course syllabi, enter the dates for quizzes, papers, etc., on your calendar. Then estimate the time needed to prepare for each of these. If your history paper is due the eighth week of the quarter and it usually takes you four weeks to do a paper, start work on the paper the second week of the quarter, allowing yourself an extra week for typing and an extra week for disaster. If you stick to this schedule, you'll amaze yourself by having the paper to the typist by the beginning of the seventh week. The rule-of-thumb is "Plan ahead by working backwards."
9. By counting backwards like this, you'll be surprised how well you're using your time and how much better your grade will be when you're not under pressure. And, by being really honest with yourself and taking account of all your priorities, you'll be able to go to the Florida game and not feel guilty.
10. At the start of each week, transfer important items from your calendar to your Weekly Schedule. This helps you to avoid things that might otherwise sneak up on you.
11. Be sure to schedule time for your fitness routine and for study breaks. Your brain works best when it has sufficient oxygen. Your concentration is enhanced when you go hard at a task until you feel yourself fading. Then Break! A good rule-of-thumb is to work for 45 minutes and then break for 15. But watch yourself! More than 15 minutes is more than a break!
12. Suggestions such as these don't lead to enslavement by a calendar. It may sound awful, especially if you're a skilled time mismanager. But it actually leads to a greater sense of freedom and accomplishment because you're in control. That's all self-management is--managing your life more effectively. By following these suggestions, you'll be happier, more satisfied, and more productive. Try it--you'll like it!
13. One last thing: WEAR A WATCH!

DKB/82

WEEKLY SCHEDULE

TIME	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
7-8 A.M.							
8-9							
9-10							
10-11							
11-12 NOON							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6 P.M.							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							

Test Taking Distraction & Remedy Checklist

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Distractions are the most prevalent problem when a person takes a test. When one is overly distracted by nervousness, sleepiness, or whatever, it becomes difficult to concentrate on the test itself. Many distractions are downright debilitating and must be controlled. Below is a list of things you can do to help avoid distractions. Use this list before every test you take.

DISTRACTIONS

REMEDY

Sleepiness	Get a good night's sleep before the test. _____
Nervousness/anxiety	Study well ahead of time and don't cram at the last minute. Cramming leads to panic and insecurity. _____
Full bladder	Go to the potty right before the test, not back at the dorm or apartment. _____
Upset stomach of tense stomach muscles	Relax stomach muscles and take an Alka Seltzer, Tums, or Rolaid before and/or during the test. _____
Tense neck and shoulder muscles, tightness in chest	Roll head clockwise and then counter-clockwise in full circle (2-3 times each direction). _____ Roll shoulders in a circle 2-3 times in one direction and then 2-3 times in the other direction. _____ Do 5 deep breathing exercises (inhale) all the air you can and then slowly exhale). Let go of $\frac{1}{2}$ your tension with each exhale. _____
Not having what you need	Bring pencils, pens, calculators, blue books or whatever is needed so you don't scare yourself to death when you discover you forgot something. _____
Tightness around neck, chest, waist and middle, and feet	Wear loose fitting and comfortable clothes. _____

Handsome guy or beautiful girl

Sit where you can't see, hear or smell them. _____

Windows

Sit away from windows. _____

Concern about time

Wear a watch and use it to pace yourself. _____

Panic because you don't know the answer

Do easy questions first. _____

Memory dump (jot things down as you think of them, even when doing other questions. Organize answer later.) _____

Remember that it is your task to do well on all tests. These remedies can increase your chances of doing just that, so don't be ashamed or embarrassed to do these things. You are the one who needs good grades, so do what you have to do to get them. Don't worry about what someone else thinks.

FJB/78

Hints For Objective Tests

COUNSELING & TESTING CENTER
CLARK HOWELL HALL
542-3183

Objective tests are rarely very objective to the person taking the test. Putting personal feelings aside, however, objective tests are meant to measure your knowledge of a subject by giving you the correct answer but hiding it among distracting incorrect answers. You must be able to recognize the correct and/or best answer, and you can give only one response which is either right or wrong. This procedure makes scoring the test an objective procedure since there is no credit given for "sort of right" or "almost correct" responses. Objective tests may also ask you to arrange material (Matching) or to give a very short answer such as in Fill-in-the-blank items. However, with any objective test all or nearly all of the material you will work with is provided for you. The following are hints which can help you do your best on objective tests:

KNOW YOUR INSTRUCTOR

1. Harmonize with his/her style of organization (if there is any), interpretation, synthesis, and specification of details.
2. Indicate in your notes the points stressed.
3. Study more thoroughly the areas in which you are weak.
4. Based upon the instructor's style, try to predict questions that might be asked.
5. Ask what type of questions to expect and the content areas she/he feels are important.
6. If possible, find old tests which can familiarize you with the types of questions, wording, and content areas which might be used the next time. For national standardized tests, use the "How to prepare for . . .," books available in bookstores.

LEARN THE MATERIAL

These hints work only if you have studied and learned the content.

GENERAL RULES

1. Briefly look over the entire test to see what is ahead of you.
2. Read the directions and make sure you understand them. If in doubt, ask.
3. Know the scoring policy! Are you penalized for guessing?

4. Determine how you will use your time. Have a watch or clock and pace yourself. Shoot for the most points in the time you have. Allow time for:
 - a. Reading directions; Previewing test.
 - b. Doing items (according to their value).
 - c. Break Time (If a test which is more than 1 hour in length, give yourself 5 or so minutes to clear your mind, stretch, and go to the restroom).
 - d. Go back over difficult or skipped items.
 - e. Check to see that your responses were marked in the correct places on the answer sheet.
5. Sincerely attempt every question. Avoiding it completely because it looks hard is self-defeating. However, hard questions can be left until last unless they carry a great deal of value and you need more time to insure answering them.
6. Do not read things into the questions. Take them at face value.
7. If you think you know an item but are not sure, mark your response and come back to the question. However, first impressions or intuitions tend to be correct, so if you do change your answer, be sure you have a good reason for doing so.
8. Answer questions you know first. This relieves tension and gives you confidence, thus loosening up material from your memory as you proceed. Go back to the ones you skip later, of course.
9. If the question seems unintelligible, reword it or break it down into parts.
10. Beware of mandatory words such as "never" or "must" or "always." The obvious answer might not be correct if there are exceptions to the statement.
11. Words such as "seldom," "normally," and "generally" or "usually" allow exceptions, however.
12. Use information from other test items. Often the answer to a question is found in another.

MULTIPLE CHOICE QUESTIONS

1. In multiple choice questions, anticipate the correct answer before looking at the options.
2. Relate response options to the question one at a time. And be sure to read all of the options! Often people stop with the 1st option that looks right.
3. Balance options against each other.

4. Have good reasons for eliminating options.
5. Familiarity of a response option does not necessarily make it the correct choice and vice versa.

MATCHING QUESTIONS

1. These questions are multiple questions with multiple answers. Following directions here are critical!
2. Work with one column at a time, matching each item of that column to all of the options in the second column.
3. Only work tentative lines (light pencil) until you have completed the task, then mark them heavily.
4. Mark certain choices first, then work on the more difficult matches.
5. Balance options against each other.

FILL-IN-THE-BLANK QUESTIONS AND SENTENCE COMPLETION

1. Guess! Usually there is no penalty with this type of question, so if you do not know the answer, it is best to write something at least.
2. Give general answers if you do not know specifics.
e.g., correct and specific answer = 1904
general and possibly correct answer = early 1900s
3. When you're torn between 2 alternative responses you could fill in, commit to one but mention the other. This shows that you do know something.
e.g., "Pegasus (or possibly Poseidon)"
4. Use grammar of the question to help determine your answer.
5. Avoid flippant answers.
6. Consider the number and length of the blanks to be filled in as possible clues.

TRUE-FALSE QUESTIONS

1. Watch for qualifiers or mandatory words such as "always," "never," or "must." If they are present, chances are the statement is "False," since few things are "always," "never," or "must."
2. If a question contains words such as "seldom," "normally," or "generally," where an exception would not alter the answer, chances are the answer is "True."
3. If a statement is more specific than most, chances are it is "True."

POORLY CONSTRUCTED TESTS

Often the tests we take are made up by professors or graduate assistants who have little or no training in test construction. The following hints are based upon common errors made in constructing a test and they are to be used as last resorts, i.e., if you do not know the answer or if you are very uncertain.

On poorly constructed tests, then, the correct answer will generally have these characteristics.

1. Length - they are longer than the other options.
2. More precise.
3. Usually not an extreme answer.
4. Will be one of two opposite alternatives.
5. Will be one of two similar alternatives unless the alternatives are exactly the same.
6. Will use familiar language.
7. Will be a grammatically perfect extension of the question.
8. Will not have extreme emotional words such as "harebrained" or "foolhardy."
9. Will not be flippant or silly.
10. Will more often be the middle option.

e.g., b or c if the options go from a through d.

11. If options are numerical, the correct answer is more often a middle value.

e.g., a. 4

b. 8 - more likely to be the correct answer

c. 10

Hints For Essay Exams

COUNSELING & TESTING CENTER

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Essay exams require effective recall, organization and expression of material you have learned. You are asked to reveal your ability to make sense of, generalize from and support your assumptions. Essay questions are, therefore, "think questions." The following are hints which can help you do your best on essays:

KNOW YOUR INSTRUCTOR

1. Harmonize with his/her style of organization (if there is any), interpretation, synthesis, and specification of details.
2. Indicate in your notes the points stressed.
3. Study more thoroughly the areas in which you are weak.
4. Based upon the instructor's style, try to predict questions that might be asked.
5. Ask what type of questions to expect and the content areas she/he feels are important.

LEARN THE MATERIAL!

These hints work only if you have studied and learned the content.

TAKING THE EXAM

1. Briefly look over the entire test to see what is ahead of you.
2. Read the directions and be sure you understand them. If in any doubt, ask.
3. Determine the amount of time you'll need to spend on each question; e.g., more for questions which are weighted heavily. Have a watch or clock.
4. Begin Memory Dump--jot down on a separate piece of paper words, thoughts, facts, figures--anything, which could be used to answer the questions. No need to be organized, you can do it when you begin each question in earnest. Add to your list for each question as material pops into your mind.

5. Watch for qualifiers in the questions! A list follows:

- Analyze - examine critically to show essential features
- Criticize - point out strong and weak points (evaluate)
- Compare - show differences and similarities between two or more things
- Contrast - compare to show differences only
- Define - give a clear, detailed, and precise meaning (who or what--never when or where)
- Describe - list physical characteristics but often means discuss, explain, identify or give account of
- Discuss - (comment) - present essentials and their relationships
- Elaborate - develop theme or idea in greater detail
- Evaluate - appraise carefully, giving, positive and negative aspects (critique)
- Explain - clarify and interpret details of the problem, theory, etc. Present a step-by-step account of or analysis (how and why)
- Illustrate - explain or clarify by giving clear, pertinent examples (Give examples of)
- List - set down under each other a series of facts, names, dates, etc. Write a series of numbered items.
- Outline - organize facts by arranging them in a series of headings and subheadings to show relationships
- Prove - list all logical arguments supporting the statements
- Summarize - present concisely all main points

6. Answer the easiest question first. This relieves tension and gives you confidence, thus loosening up material from your memory as you proceed.
7. Outline your answer (drawing from Memory Dump) so you are organized and do not ramble.
8. Build each paragraph around one idea.
9. Label or number the parts of your essay.
10. Use the terminology of the course.
11. If you do not know the answer write something at least.
12. Use a general answer if you do not know the specifics.

13. If time runs out, use the outline and expand upon it as time permits.
14. Reread the question after you have answered it to be sure you have covered it all.

CHARACTERISTICS OF A GOOD SUBJECTIVE/ESSAY RESPONSE

1. Accurate
2. Relevant
3. Organized
4. Complete
5. Clean
6. Good grammar and spelling (Also avoid dialect and slang)
7. Related to other courses and experiences
8. Neat - be considerate of the reader. Use ink, write legibly and use margins

THINGS TO KEEP IN MIND

1. Essays are hard to grade and professors tend to be judgemental in doing so.
2. Answers are usually compared to an ideal answer in the professor's mind, so it pays to know what she/he likes.
3. The scorer will look for specific points or number of points you should be covering.

OTHER HINTS

1. Leave three or so lines between each paragraph so you can add material later if you think of something new.
2. Avoid flippant answers.
3. Never comment on the quality of the exam
4. Use all the time allowed. Prizes are not awarded to the first person to leave the testing room. Relax and allow your mind to work as leisurely as you can with the time allotted.

COLLEGE STUDENT SELF-RATING SCALE OF EXCELLENCE*

COUNSELING & TESTING CENTER
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In a recent study at East Texas State University students were asked to list the characteristics of an excellent student. The following is a list of those characteristics.

Read the list below and rate yourself on a scale of 1 to 5. The score of 1 means you need a lot of improvement and a score of 5 means you need little if any improvement. Be honest with yourself!

- | | | | | | |
|---|---|---|---|---|----------|
| 1. I attend class regularly. | | | | | |
| Needs Improvement | | | | | An Asset |
| 1 | 2 | 3 | 4 | 5 | |
| 2. I come prepared to classes. | | | | | |
| Needs Improvement | | | | | An Asset |
| 1 | 2 | 3 | 4 | 5 | |
| 3. I am alert and attentive in class. | | | | | |
| Needs Improvement | | | | | An Asset |
| 1 | 2 | 3 | 4 | 5 | |
| 4. I participate in class discussions. | | | | | |
| Needs Improvement | | | | | An Asset |
| 1 | 2 | 3 | 4 | 5 | |
| 5. I am openminded about subject matter. | | | | | |
| Needs Improvement | | | | | An Asset |
| 1 | 2 | 3 | 4 | 5 | |
| 6. I am interested in the subject matter of my classes. | | | | | |
| Needs Improvement | | | | | An Asset |
| 1 | 2 | 3 | 4 | 5 | |
| 7. I understand the course objective(s). | | | | | |
| Needs Improvement | | | | | An Asset |
| 1 | 2 | 3 | 4 | 5 | |
| 8. I ask questions when I do not understand the subject matter. | | | | | |
| Needs Improvement | | | | | An Asset |
| 1 | 2 | 3 | 4 | 5 | |
| 9. I have a good study schedule. | | | | | |
| Needs Improvement | | | | | An Asset |
| 1 | 2 | 3 | 4 | 5 | |
| 10. I have a special place for studying. | | | | | |
| Needs Improvement | | | | | An Asset |
| 1 | 2 | 3 | 4 | 5 | |
| 11. I have a positive attitude toward learning. | | | | | |
| Needs Improvement | | | | | An Asset |
| 1 | 2 | 3 | 4 | 5 | |

12. I read textbooks and other references.					
Needs Improvement					An Asset
1	2	3	4		5
13. I am well organized.					
Needs Improvement					An Asset
1	2	3	4		5
14. I use the library effectively.					
Needs Improvement					An Asset
1	2	3	4		5
15. I do extra work for personal satisfaction.					
Needs Improvement					An Asset
1	2	3	4		5
16. I avoid making hasty decisions.					
Needs Improvement					An Asset
1	2	3	4		5
17. I use the dictionary effectively.					
Needs Improvement					An Asset
1	2	3	4		5
18. I admit when I have <u>really</u> learned the material.					
Needs Improvement					An Asset
1	2	3	4		5
19. I evaluate myself often.					
Needs Improvement					An Asset
1	2	3	4		5
20. I do my best in all my assignments.					
Needs Improvement					An Asset
1	2	3	4		5
21. I interrelate course contents.					
Needs Improvement					An Asset
1	2	3	4		5
22. I set goals and objectives.					
Needs Improvement					An Asset
1	2	3	4		5
23. I discuss topics and ideas with my peers.					
Needs Improvement					An Asset
1	2	3	4		5
24. I make friends in the classes I attend.					
Needs Improvement					An Asset
1	2	3	4		5
25. I form my own opinion.					
Needs Improvement					An Asset
1	2	3	4		5
26. I get to know my instructors.					
Needs Improvement					An Asset
1	2	3	4		5

27. I ask instructors for help.

Needs Improvement

1

2

3

4

An Asset

5

28. I respect my instructors.

Needs Improvement

1

2

3

4

An Asset

5

29. I cooperate with instructors.

Needs Improvement

1

2

3

4

An Asset

5

30. I eat a well balanced diet.

Needs Improvement

1

2

3

4

An Asset

5

31. I get a sufficient amount of rest.

Needs Improvement

1

2

3

4

An Asset

5

32. I have learned to relax.

Needs Improvement

1

2

3

4

An Asset

5

33. I participate in physical activities.

Needs Improvement

1

2

3

4

An Asset

5

34. I do not overload myself with work.

Needs Improvement

1

2

3

4

An Asset

5

35. I have non-academic interests & hobbies.

Needs Improvement

1

2

3

4

An Asset

5

Now that you have finished, go back and pick out the characteristics which you scored a 1, 2, or 3. Can you improve upon any of these? Set a goal to do so by deciding how you can improve (list specific behaviors) and by deciding a time limit for your improvement. You might want to start with a characteristic on which you need the most improvement. Use this to evaluate yourself on a regular basis. It will help you become more aware of your study habits, which in turn will help you to improve upon them.

*Adapted by F. J. Brene from a questionnaire used by B. M. Gadzella & G. P. Fournet in their study reported in the College Student Journal, 1976, pages 340-345.

Goal Setting Form

My goal is to (Be clear and consise): _____

Specific ways (behaviors) which I will use to achieve my goal are: _____

I would like to have achieved this goal by _____ (choose a
reasonable date which allows enough time to complete your goal).

Outreach Summary Form

Please complete and file in the Outreach Summary Form file folder located in the reception area after each outreach program. (Additional copies available in the administrative file located in the Career Library).

Name of Program: _____

Target Group: _____

Major activities conducted: _____

Date(s): _____ Time: _____

Program Location: _____

Length of session(s): _____ No. of sessions: _____

Leader(s): _____

Participation:

Number of:

Males: _____

Females: _____

Total: _____

EVALUATION FORM SUMMARY (Trainees Only)

Question 1 _____
(Mean)

Question 2 _____
(Mean)

Question 4 _____

yes no not sure

Provide number attending each session, if more than one held:

Evaluations: (Provide your own observations)

Recommendations: